



Course Information				
Course Code	Course Name	Location	Time	Instructional Modality
ELT304	Materials Evaluation and Adaptation in ELT	G203 & G212	Thursday 09:00-10:45 + Friday 13:30-14:45	Face to face + Online

Course Lecturer Information	
Name:	Doç. Dr. Ufuk BALAMAN
Office:	H104
E-mail:	ufuk.balaman@tedu.edu.tr
Office Hours:	e-mail me

**Course objective:** This course aims to introduce the theory and principles of material design in ELT. It presents the relationship between the current ELT methodology and materials to be employed in EFL classrooms. This course also enables students to work on the materials (including online) used in EFL settings in order to analyze, evaluate and adapt them. Based on the theory and principles they attain; students will be able to select appropriate materials and develop their own materials to be used in EFL settings in accordance with the needs of learners.

**Mode of Delivery:**

1. Face-to-face lectures (2 hours on Thursday 9-11)
2. Practice hours (2 hours on Friday 13-15 or online)
3. Video-mediated transnational meetings – Virtual Exchange
4. Poster Presentations (FINAL)

**Course Structure:**

**2 hours on Thursday 9:00-10:45:** The course consist of 4 hours on a weekly basis, and the first 2 hours (Thursdays 09:00 to 10:45) covers the theoretical aspect of the target topics. Except for the first week, and weeks 6-7 (VE presentations) and 12-13-14 (poster exhibition), there will be a total of 8 lectures throughout the semester.

**2 hours of Practice (face-to-face and online):** Every lecture is followed by a practice based on theoretical knowledge introduced during the lectures. The designated hours for the practice hours are Friday 13:00 to 14:45. However, some of the practice sessions will be used as asynchronous working time individually (see details of each week below). When this is the case, you are free to use the designated hours at a venue of your choice (campus, home), and you can also complete practice assignment before or after the designated hour; however, the deadline for all the assignments is the end of Friday (23:59) following the delivery of the lecture the day earlier. While

the first four (Practice 1-4) practice assignments are part of the Virtual Exchange project (see below), the remaining practices (Practice 5-8) are concerned with the material design tools and approaches introduced in the lecture of the week. The following table is a list of Practice assignments and the relevant deadlines.

<b>Practice</b>	<b>Deadline</b>	<b>Week</b>
<b>Practice 5:</b> <b>Complete in the class</b> <ul style="list-style-type: none"> <li>Think about what defines the main source of Extramural English nowadays</li> <li>Design a material and a relevant task/lesson to operationalize the material with your (prospective) students</li> </ul>	19 March 2024	8
<b>Practice 6:</b> <b>Complete during the online meeting with Dr. Gezegin</b> <ul style="list-style-type: none"> <li>Follow instructions by Dr. Gezegin</li> </ul>	26 April 2024	9
<b>Practice 7:</b> <b>Complete in the class</b> <ul style="list-style-type: none"> <li>Design a material and a relevant task/lesson to operationalize the material with your (prospective) students and address integrated skills</li> </ul>	3 May 2024	10
<b>Practice 8:</b> <b>Complete in the class</b> <ul style="list-style-type: none"> <li>Either design a new material or adapt an existing one using an AI tool and provide a scenario to operationalize the material with your (prospective) students</li> </ul>	10 May 2024	11

### **Virtual Exchange Project:**

In the first half of the semester, you will engage in transnational collaboration with pre-service teachers/university students based in the Université du Québec à Chicoutimi (UQAC) in Canada. You will use Microsoft Teams to meet with your group members and attend a total of three 2-hour meetings in three weeks (weeks 3, 4, 5 of the semester) and an introductory meeting before then. Before the group meetings start, we will attend a whole-class ice-breaker meeting on Zoom altogether to get to know one another on the 1<sup>st</sup> of March at 20:00. Following the whole-class meeting, you will meet with your group mates on your dedicated meeting areas on Microsoft Teams. The following table is an outline of the activities you should complete by attending to the deadlines. You can use the table as a to-do-list.

<b>Activity</b>	<b>Deadline</b>	<b>Meeting No:</b>
Register to DigiTask as a teacher ( <a href="#">link</a> )	29 February, 2024	Pre-1
Complete the DigiTask Training Module ( <a href="#">link</a> )	29 February, 2024	Pre-1
Fill out the Informed Consent Form (check LMS)	29 February, 2024	Pre-1
Find out about your Virtual Exchange groups (check LMS)	29 February, 2024	Pre-1
Attend ICE-BREAKING meeting on Zoom at 18:00, 1st of March, Friday (check LMS)	1 March, 2024	1
Arrange the next meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams	1 March, 2024	1
Explore features of the DigiTask app with peers	13 March, 2024	2
Explore the task design requirements for the task assigned to your group (LMS)	13 March, 2024	2
Work on the details of the tasks assigned to your group (LMS to DigiTask)	13 March, 2024	2



Critically evaluate the tasks assigned to your group and imagine the potential learning opportunities and challenges that the students who implemented these tasks might have experienced.	13 March, 2024	2
Prepare for redesigning the task by taking notes and reaching preliminary decisions if the time allows	13 March, 2024	2
Arrange the next meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams.	13 March, 2024	2
Watch the videos of the implementation of the task shared with you. Take notes of the minutes that you find worthy of discussion for the redesign of the task. Prepare for the next meeting.	Post-2 Pre-3	
Discuss the relevant moments from videos of the actual implementation of the tasks assigned to your group	20 March, 2024	3
Respond to the discussion questions with reference to the contents of the videos	20 March, 2024	3
Prepare for redesigning the task by taking notes and reaching preliminary decisions based on the contents of the videos	20 March, 2024	3
Arrange meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams	20 March, 2024	3
Redesign the task assigned to your group using OER materials	27 March, 2024	4
Once your design was completed, engage in a reflective conversation oriented to the entire VE process	27 March, 2024	4

Alternatively, you can follow the same course/list of activities with your classmates in local groups (referred to as Task Redesign groups). The same to-do-list applies to the Task Redesign groups.

**Assessment of Virtual Exchange/Task Redesign:**

Active Participation in Each Meeting (5 pts. each): 5x4=20

Task Accomplishment (Redesigning and Improving the Assigned Task – see rubric below): 20 pts.

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| <ul style="list-style-type: none"> <li>• Are the learning objectives (2-3) real-life related? (3 pts)</li> <li>• Does the re-design of the task create opportunities for social interaction? (3 pts)</li> <li>• Does the re-design of the task integrate skills (more than one skill)? (3 pts)</li> <li>• Does the re-design of the task have a clear outcome/product (audio, decision, drawing, graph, interview, message, list, story, table, video, ...)? (3 pts)</li> <li>• Is the re-design of the task compatible with digital spaces (does it make sense to do it online?). (3 pts)</li> <li>• Is the re-design of the task engaging and attractive for the target group? (3 pts)</li> <li>• Reflection and presentation in the class (2 pts)</li> </ul> |
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**Assessment:**

	<u>Weight</u>
Virtual Exchange/Task Redesign (Practice 1-4 + Reflection Presentations)	40%
Practice 5-8	20%
Poster Presentation	30%
Attendance	10%
<b>Total</b>	<b>100%</b>

**Grades and Grading Policy**

Percentage Scores	Grade Points	Letter Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
<u>Absent &amp; Unsuccessful</u>	<u>0.00</u>	<u>FX</u>



## WEEKLY SCHEDULE

Week	Date	CONTENTS
1.	22 Feb	<p><b>WELCOME to the COURSE</b></p> <ul style="list-style-type: none"> <li>• Introduction to the syllabus</li> </ul>
2.	29 Feb	<p><b>INTRODUCTION to the VIRTUAL EXCHANGE PROJECT</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Virtual Exchange project between Université du Québec à Chicoutimi (UQAC, Canada) &amp; TED University</li> <li>• Training on the DigiTask web app (digitask.app)</li> </ul> <p><b>PRACTICE 1</b></p> <p><b>Complete by 29<sup>th</sup> of February for the VE Project</b></p> <ul style="list-style-type: none"> <li>• Fill out the Informed Consent Form</li> <li>• Register to DigiTask as a teacher</li> <li>• Complete the DigiTask Training Module (<a href="#">link</a>)</li> <li>• Find out about your Virtual Exchange groups</li> <li>• Attend ICE-BREAKING meeting on Zoom at 18:00, 1<sup>st</sup> of March, Friday</li> </ul>
3.	7 Mar	<p><b>MATERIALS IN ACTION: HOW DO LEARNERS DEAL WITH MATERIALS IN ELT?</b></p> <ul style="list-style-type: none"> <li>• A presentation on the EU project, Digitizing Pedagogical Task Design for Interactional Competence (task samples, data samples, learner engagement with materials)</li> </ul> <p><b>PRACTICE 2</b></p> <p><b>Complete by 13<sup>th</sup> of March for the VE Project</b></p> <ul style="list-style-type: none"> <li>• Arrange meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams. During the meeting:</li> <li>• Explore features of the DigiTask app with peers</li> <li>• Explore the task design requirements for the task assigned to your group</li> <li>• Work on the details of the tasks assigned to your group</li> <li>• Critically evaluate the tasks assigned to your group and imagine the potential learning opportunities and challenges that the students who implemented these tasks might have experienced.</li> <li>• Prepare for redesigning the task by taking notes and reaching preliminary decisions if the time allows</li> </ul>
4.	14 Mar	<p><b>OPEN EDUCATIONAL RESOURCES (OERs) &amp; MATERIALS DESIGN ON DIGITASK</b></p> <ul style="list-style-type: none"> <li>• Lecture on OERs</li> <li>• Inserting materials into DigiTask web app from OER repositories</li> </ul> <p><b>PRACTICE 3</b></p> <p><b>Complete by 20<sup>th</sup> of March for the VE Project</b></p> <ul style="list-style-type: none"> <li>• Arrange meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams. During the meeting:</li> </ul>



		<ul style="list-style-type: none"> <li>Analyze short video clips taken from the actual implementation of the tasks assigned to your group</li> <li>Respond to the discussion questions with reference to the contents of the videos</li> <li>Prepare for redesigning the task by taking notes and reaching preliminary decisions based on the contents of the videos</li> </ul>
5.	21 Mar	<p><b>USING OERs in DESIGNING ONLINE TASKS</b></p> <ul style="list-style-type: none"> <li>Lecture on task design on DigiTask web app</li> <li>Cloning and inserting new materials on DigiTask web app</li> </ul> <p><b>PRACTICE 4</b></p> <p><b>Complete by 27<sup>th</sup> of March for the VE Project</b></p> <ul style="list-style-type: none"> <li>Arrange meeting time with your group members for a 2-hour video-mediated meeting on Microsoft Teams. During the meeting:</li> <li>Redesign the task assigned to your group using OER materials</li> <li>Once your design was completed, engage in a reflective conversation oriented to the entire VE process.</li> </ul>
6.	28-29 Mar	<p><b>WHOLE-CLASS REFLECTION ON THE VE PROJECT</b></p> <ul style="list-style-type: none"> <li>Share your redesigned task in the class and walk everyone through the design details by comparing the earlier version with the latest version. Pay special attention to the materials adapted in due course. Invite everyone to evaluate the materials and the improvements on the redesigned version of the task. Each group will have 10 minutes to present their task followed by whole-class discussion and lecturer feedback.</li> </ul>
7.	4-5 Apr	
8.	18 Apr 19 Apr	<p><b>EXTRAMURAL ENGLISH &amp; MATERIALS DESIGN</b></p> <ul style="list-style-type: none"> <li>Learning in the digital wilds</li> <li>Collaborative game-play</li> <li>Youtube, Spotify, Netflix (for language learning)</li> <li>Real-life relationship (TBLT emphasis)</li> </ul> <p><b>PRACTICE 5 – Face-to-face @G212 – Friday 13:00</b></p> <p><b>Complete in the class</b></p> <ul style="list-style-type: none"> <li>Think about what defines the main source of Extramural English nowadays</li> <li>Design a material and a relevant task/lesson to operationalize the material with your (prospective) students</li> </ul>
9.	26 Apr	<p><b>DATA DRIVEN LEARNING &amp; MATERIALS DESIGN</b></p> <ul style="list-style-type: none"> <li>Invited workshop by Doç. Dr. Betül Bal Gezegin (19 Mayıs University, Samsun)</li> <li>Corpus linguistics</li> <li>Creating your own purpose-specific corpus</li> <li>Frequency, concordances</li> </ul> <p><b>PRACTICE 6 – Online - 26 April Friday 11:00</b></p> <p><b>Complete during the meeting with Dr. Gezegin</b></p> <ul style="list-style-type: none"> <li>Follow instructions by Dr. Gezegin</li> </ul>



10.	2 May 3 May	<p><b>MATERIALS DESIGN TOOLS FOR DIFFERENT SKILLS</b></p> <ul style="list-style-type: none"> <li>• Tools for specific skills (speaking, listening, writing, reading, interaction), integrated skills</li> <li>• Computer-assisted collaborative writing, wikis</li> <li>• Gamification, mobile-assisted language learning</li> <li>• Fandom practices</li> </ul> <p><b>PRACTICE 7 - Face-to-face @G212 – Friday 13:00</b></p> <p><b>Complete in the class</b></p> <ul style="list-style-type: none"> <li>• Design a material and a relevant task/lesson to operationalize the material with your (prospective) students and address integrated skills</li> </ul>
11.	9 May 10 May	<p><b>AI &amp; MATERIALS DESIGN</b></p> <ul style="list-style-type: none"> <li>• Augmented &amp; hybrid reality</li> <li>• Artificial intelligence, smart tools, semantic web, web 3.0</li> <li>• AI tools for materials design</li> </ul> <p><b>PRACTICE 8 - Face-to-face @G212 – Friday 13:00</b></p> <p><b>Complete in the class</b></p> <ul style="list-style-type: none"> <li>• Either design a new material or adapt an existing one using an AI tool and provide a scenario (task/lesson) to operationalize the material with your (prospective) students</li> </ul>
12.		<p><b>INDIVIDUAL PRESENTATIONS ON POSTER IDEAS &amp; FINAL REMARKS</b></p> <ul style="list-style-type: none"> <li>• Prepare a 10-min presentation either to rehearse your poster presentation or receive feedback for poster contents by delivering a PowerPoint presentation. We will use both the Thursday and Friday slots for a period of two weeks and listen to everyone's individual presentation. The poster (thus the preliminary version to be presented in these two weeks) should include the following:             <ul style="list-style-type: none"> <li>• A summative content oriented to your Virtual Exchange experience (involve photos, screenshots, reflective texts)</li> <li>• Sample of the materials you designed throughout the semester</li> <li>• QR codes or actual materials are welcome.</li> <li>• Reduce the publication costs as much as possible (e.g., black-white posters; smaller paper size/quality; digital posters to be viewed on digital devices)</li> </ul> </li> </ul>
13.	16 May 17 May & 23 May 24 May	
14.	27 May 16:30	<p><b>POSTER EXHIBITION</b></p> <ul style="list-style-type: none"> <li>• Attend the Exhibition with your posters and stand next to it during the event. Deliver pitches to as many participants as possible. Further details will be shared the week before the exhibition.</li> </ul>

**YOUR NOTES:**